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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this standard English curriculum guide contains the goals, concepts, and terminal objectives for grade 10 English courses. Following an introduction, a description of the framework categories, curriculum guide categories, and English "strands" (divisions of skill areas), and a note on guide usage, the guide is divided into the following strands: (1) comprehension; (2) word identification; (3) reference and study; (4) literature; (5) handwriting; (6) grammar/mechanics; (7) spelling; (8) composition; (9) thinking and organization; (10) listening and viewing; and (11) oral communication. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements (including academic competencies), and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. A form for suggested additions or revisions of the curriculum guide is also included. (MM)

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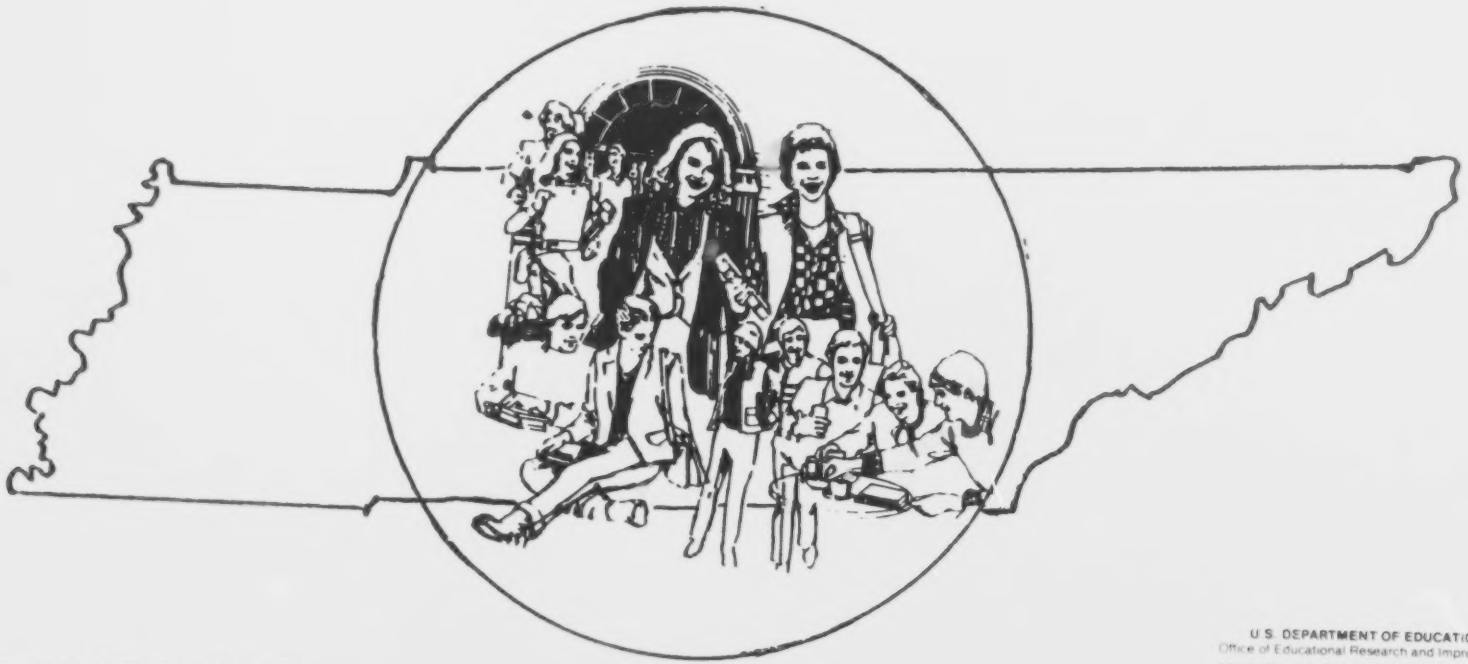
LANGUAGE ARTS
CURRICULUM GUIDE
ENGLISH II



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PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum guide is designed to provide a scope and sequence for the teaching of language arts. Its use will enable students to understand and use effective oral and written communication; to think logically, critically and creatively; and to apply these skills in other content areas and in everyday life. Implementation of the language arts curriculum guide requires initial inservice training, on-going staff development, and continuous program monitoring.

The 9-12 language arts curriculum is divided into areas and strands. The curriculum guide includes the goals, concepts, and terminal objectives of the state approved framework. Terminal objectives can be identified by five or six characters. The first number is the grade level, the first letter is the discipline, the next number is the area, the next letter is the strand, and the final number is the terminal objective number.

Example - the terminal objective number 10E1A2 is translated as follows:

10 = Grade - 10 (Speech and Journalism will use "S" - Secondary)
E = Discipline - English
1 = Area - Reading
A = Strand - Comprehension
2 = Terminal Objective - 2

Each page of the guide contains suggested instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. The curriculum cross-reference indicates where this objective appears in the curriculum guide of another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level. The resource column content is contingent upon the textbooks, library materials, and other resources available to the teacher.

DESCRIPTION OF CURRICULUM FRAMEWORK CATEGORIES

Curriculum frameworks are developed by committees of Tennessee educators and approved by the State Board of Education. Frameworks identify the minimum curricular requirements of each grade level in each subject area. The top of each guide page is composed of information from that subject's curriculum framework.

Curriculum frameworks contain clear statements of the goals of the educational program, specifying the ultimate learning toward which students are striving. State curriculum frameworks contain three types of goals: (1) the goals of Education in Tennessee as set forth by the State Board of Education in Rules, Regulations, and Minimum Standards, (2) the goals of the subject area which state the broad purposes of the subject, grades K-12, and (3) the goals of the grade level which identify the desired outcomes at the end of one year. The number of goals may vary from subject to subject and from grade level to grade level. They should be adequate to include the appropriate identified needs. The three levels of goals should serve as a basis for developing learning objectives.

Subject Areas and Concepts: Format decisions are made after careful consideration of the scope and sequence of the subject across the grade levels, K-12. Subject areas and concepts have been included on each grade level in some frameworks to provide consistency throughout the documents.

Strands: The objectives in a curriculum framework are organized according to strands with headings which identify the commonality of the objectives within the strand (grouping). Although there are no hard and fast rules regarding the selection of strands for any subject area, consideration is given to the feasibility of developing units of study based upon the objectives within each strand.

Terminal Objectives: Terminal objectives are statements of expectations within each strand. They relate to the topics and/or concepts identified in those subjects which use these categories. These objectives specify target learnings which should be developed over a period of time. They are stated in broad terms in order to accommodate a range of abilities, learning styles, and resources. They begin with a general statement of expected behavior, such as "to understand," in order to encompass all three domains of learning -- cognitive, psychomotor, and affective.

TERMINAL OBJECTIVES PROVIDE THE OUTLINE PARAMETERS FOR THE DEVELOPMENT OF CURRICULUM GUIDES. The writers of curriculum guides have wide latitude in determining the degree of depth to which each terminal objective will be developed at a grade level. However, each terminal objective included in the State Board approved framework must be addressed at that grade level in the curriculum guide.

DESCRIPTION OF CURRICULUM GUIDE CATEGORIES

This curriculum guide was developed by a committee of Tennessee educators. It is based on the curriculum framework for this subject.

Instructional Objectives: Instructional objectives identify the specific learnings encompassed within the framework and the general behaviors to be expected to show evidence of the learning. Instructional objectives clarify the level of difficulty of the terminal objective and break the learning into manageable, measurable bits. Classroom teachers should substitute a specific behavior which will evidence the learning for the general behavior. There is no definite number of instructional objectives required to address a terminal objective adequately; however, sufficient learning opportunities must be given students to develop a working knowledge of the terminal objective to the best of their abilities. Local school systems and/or classroom teachers are at liberty to add objectives and/or alter objectives to meet the needs of students.

Content: Some content which should be emphasized in teaching the instructional objective is identified in the curriculum guide. Additional content to be included would depend upon the textbook used and the discretion of the classroom teacher.

Skills: A state curriculum guide identifies skills (thinking skills, reference and study skills, writing skills, reading skills, listening skills, and motor skills) which may either be taught or reinforced in conjunction with the teaching of the instructional objectives. Skills which are prerequisites for mastery of an objective may also be listed here.

Activities: Curriculum guides include at least one activity for each instructional objective listed. Classroom teachers may choose to utilize the suggested activity or may substitute another activity. The activity recommended should provide a means of actively involving the students in the learning process. Some activities are suggestions for the delivery of instruction while others are suggestions for guided or independent practice.

Curriculum Cross-Reference: One of the most difficult responsibilities of the classroom teacher is that of scheduling instruction in order to cover curriculum requirements adequately. Correlating the instructional objectives in a particular curriculum guide to instructional objectives in other guides at the same grade level will reduce the amount of new learning to be introduced and will show the relationship of one subject to another. This information allows teachers to cluster objectives and to utilize an interdisciplinary approach in teaching.

Test Correlations: The symbol "@" indicates an objective or activity which relates directly either to the Stanford Achievement Test or to the Tennessee Proficiency Test.

Academic Competencies: Outcomes which appear in Academic Preparation for College and Academic Preparation in English, publications of The College Board, are listed with appropriate instructional objectives.

DESCRIPTION OF STRANDS

The term strand refers to divisions of the skill areas that the student will study.

1. ENGLISH LANGUAGE ARTS--READING

   A. COMPREHENSION: skills which enable the student to understand written and oral language.

   B. WORD IDENTIFICATION: skills which enable the student to decode the written word.

   C. REFERENCE AND STUDY SKILLS: skills which enable the student to become an independent learner.

   D. LITERATURE: skills which enable the student to appreciate literature for personal growth and enjoyment.

2. ENGLISH LANGUAGE ARTS--WRITING

   E. HANDWRITING: skills which enable the student to communicate legibly.

   F. GRAMMAR/MECHANICS: skills which enable the student to use standard English for effective communication.

   G. SPELLING: skills which enable the student to spell correctly for literate communication.

   H. COMPOSITION: skills which enable to student to organize and communicate thoughts in written form.

3. ENGLISH LANGUAGE ARTS--THINKING AND EXPRESSION

   I. THINKING AND ORGANIZATIONAL SKILLS: skills which enable the student to organize, develop, and utilize critical and creative thinking for problem solving and self-expression.

   J. LISTENING AND VIEWING: skills which enable the student to develop auditory and visual perception.

   K. ORAL COMMUNICATION SKILLS: skills which enable the student to organize and communicate thoughts orally.

USING CURRICULUM GUIDES

The curriculum guides have been designed to provide direction and guidance to classroom teachers in planning for classroom instruction. Information contained within the guides can be utilized in a variety of ways to assist teachers in planning quality lessons. However, the curriculum guides alone are not sufficient to provide adequate learning experiences tailored to meet the needs of every student.

Organizing Objectives: Local school systems and/or teachers may wish to reorganize objectives into units or clusters or may wish to reorder the sequence suggested within a grade level. Curriculum cross-references are given in state guides in order to provide information concerning the similarities and overlaps of curricular objectives. The State Board of Education requires only that the framework objectives be addressed. The strategies utilized in teaching the curriculum are left to local discretion.

Completing a Task Analysis: Curriculum guides will not identify prerequisite learnings which are critical for mastery of an objective. Teachers must analyze the task inherent in an objective and determine the lesson objectives and input necessary for mastery of the guide objective. Task analysis will enable the teacher to select and modify guide objectives to meet the needs of students. The objectives in the guides may be modified to be appropriate for all students, from gifted to remedial. The behaviors chosen by the teacher to evidence the learning will specify the level of the objective.

Selecting Teacher Strategies and Resources: The classroom teacher will develop lesson plans based upon the task analysis of the guide objectives. Teachers should use available materials and resources, including desk--but not limited to--textbooks, to plan lessons which give students maximum opportunities in utilizing all three domains of learning--cognitive, affective, and psychomotor.

Teaching the Curriculum: Curriculum guides provide teachers with suggestions for classroom learning experiences which are aimed specifically toward the objectives; however, teaching methods and classroom organizational techniques are generally left to the teacher's expertise and knowledge of the learning styles of the students. The Tennessee Instructional Model provides one means of delivery of instruction. Teachers are responsible for teaching the curriculum in such a way that learning is maximized.

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Pickett County
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Rhea County
Roane County
Smith County
Tullahoma
White County
Wilson County

Judith Morgan, Language Arts Consultant
Tennessee Department of Education

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LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 10E1A1.00 To understand reading with expression and fluency

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 interpret literature orally.	Oral interpretation of a passage requires the speaker to understand the passage in order to communicate both the content and the mood. Oral interpretation affects the listener's understanding of a passage. Punctuation signals, pronunciation, inflection, and dialect should be noted.	imitating	A. Have students read passages in chorus so that all students have the opportunity to participate.		
		producing	B. Have students read parts of dialogue in a play they are studying. Assign the parts ahead of time so that students can be prepared to interpret the lines more effectively. The task is not sight reading, but interpretation, which will require preparation on the part of the student and, possibly, help from the teacher.		
		producing, synthesizing	C. Give students a passage of prose to interpret orally. To vary the activity, allow students to rewrite the passage in script form and compare interpretations of the same passage. Allow the students to retell the passage without looking at it and compare the varying interpretations of the passage.		
	ACADEMIC COMPETENCIES: -to read a literary text analytically -to read with understanding a range of literature -to interpret a writer's meaning				

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 10E1A2.00 To understand methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 use context clues to determine word meaning.	Context clues include definition, restatement, synonyms, comparison, contrast, examples, series, antonyms, and inference (using clues from other sentences in a paragraph). Definition: The foreign words are printed in ITALICS, which is a slanted type of printing.	applying	A. Have students use context clues to define specific words from a reading passage. The list of words should be given at the beginning of literature assignments so that context clues can be used on the first reading followed by the use of the dictionary to verify the definition.		
	Restatement: The drink has an EXOTIC, or foreign, flavor. Synonym: The eagle flew ALOFT; his strong wings took him high into the sky. Comparison/contrast: Our FRIGID weather has been similar to the cold climate of the North Pole.	applying	B. Have students keep vocabulary notebooks of words learned in literary context. The notebooks should contain each word, the passage in which it appeared, the student's contextual guess at the meaning, and the dictionary meaning.		
	Example: The Olympic games contain tests of strength such as the DECATHLON. Series: He is fascinated by copperheads, rattlesnakes, and ANACONDAS. Antonym: His grades were not improving; they were DETERIORATING.	applying	C. Provide students with lists of words which must be used to complete sentences . Have students use the context of the sentence to decide which word fits.		

ACADEMIC COMPETENCIES:

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-to define unfamiliar words by decoding, using contextual clues
-to recognize that English words gather meaning from their context and carry connotation

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LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 10E1A2.00 To understand methods of vocabulary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 recognize multiple meanings of words.	Some words have different meanings in different contexts. Examples: culture, power, nail.	demonstrating knowledge	A. Have students use dictionaries to locate multiple definitions for words.		
		applying	B. Give students sample sentences using the same word in different contexts. Have students define the word in each case.		
		comprehending	C. Have students write example sentences illustrating the multiple meanings of a word.		
		synthesizing	D. Have each student write a short paper which "plays" on the different meanings of words.		

ACADEMIC COMPETENCIES:

-to define unfamiliar words by decoding, using contextual clues, or by using a dictionary
-to recognize that English words gather meaning from their context and carry connotation

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 10E1A3.00 To understand written directions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 follow written instructions.	Following written directions involves the skill of literal reading (understanding information explicity stated). Directions are given by use of key words which tell the order in which to proceed.	applying	A. Have students do a project in which they must follow step-by-step instructions (recipe, dance routine, model car).		
		applying	B. Work with science teachers to have students follow a step-by-step project.		
		demonstrating knowledge	C. Have students relate personal experiences of the results of not following directions in cooking, in visiting a new town, on a school test, etc.		

ACADEMIC COMPETENCY:

-to understand and to follow customary instructions for academic work

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 10E1A4.00 To understand basic comprehension skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 apply literal and interpretive reading skills to literature.	Literal reading involves obtaining direct meaning (details, main idea, sequence). Interpretive reading involves understanding implied meaning (relationships, implied idea, prediction of outcome, character traits).	comprehending	A. Have students respond to questions based on a literary passage which call for explicit answers.		
		analyzing	B. Have students outline the sequence of events in a story and identify the relationship between events (time order, cause/effect).		
		comprehending	C. Have students write a telegram of ten words or less stating the main idea of a passage.		
		comprehending	D. Have students read part of a selection and list possible outcomes.		

ACADEMIC COMPETENCIES:

-to identify and comprehend the main and subordinate ideas in a written work
-to interpret a writer's meaning

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Comprehension

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Comprehension

TERMINAL OBJECTIVE: 10E1A5.00 To understand the elements of evaluation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.01 recognize biased writing.	"Slanted" writing is that which contains the author's bias and often attempts to persuade. The learner should be aware of fallacies in reasoning (see 10E3I1.03) in the printed word.	comprehending	A. Have students analyze news stories, editorials, and columns to identify whether the writing is persuasive or informative.		
		applying	B. Have students identify fallacies of reasoning in appropriate texts.		
		applying	C. Have students analyze advertising copy for elements of slanted writing.		

ACADEMIC COMPETENCIES:

-to recognize and use inductive and deductive reasoning
-to draw reasonable conclusions
-to read critically

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Word Identification

TERMINAL OBJECTIVE: 10E1B1.00 To understand word identification skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 use base words to determine word meaning.	Lists of Latin and Greek root words appropriate to grade level are contained in most grammar/ composition handbooks. Words may also be based on a person's name, as in "pasteurize."	demonstrating knowledge	A. Provide students with a list of Greek and Latin roots and prefixes with meanings. Have students list words containing them.		
		synthesis	B. Have students create find-a-word or crossword puzzles using words derived from Greek and Latin roots. Have other students solve these puzzles.		
1.02 apply structural analysis.	Structural analysis uses base words, word roots, prefixes, and suffixes to determine word meaning. Lists of common prefixes and suffixes are found in handbooks and dictionaries.	applying	A. Provide students with a list of prefixes and suffixes and have students list words containing them and define the words.		
		applying	B. Provide students with sentences requiring different forms of a word to fill a blank, such as comparative and superlative, and have them complete the sentences.		
		comprehending	C. Have students add words to this list which are blends: medicaid, microphobia, agribusiness.		

ACADEMIC COMPETENCIES:

-to define unfamiliar words by decoding, using contextual clues, or by using the dictionary
-to recognize that English is influenced by otehr languages, both ancient and modern

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Word Identification

TERMINAL OBJECTIVE: 10E1B1.00 To understand word identification skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 recognize and comprehend words and phrases from other languages.	Many languages such as Spanish and Native American have enriched the English language. Words like rodeo and teepee and phrases like "savoir faire" are words or phrases which have come into English from other languages.	applying comprehending	A. Have students use dictionaries to compile lists of words and phrases which come from other languages. B. Have students create illustrated vocabulary notebooks of foreign words and phrases used in English.		

ACADEMIC COMPETENCY:

-to recognize that English is influenced by other languages, both ancient and modern

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 10E1C1.00 To understand the location of reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 locate various reference materials.	The location and use of the card catalog and the arrangement of the vertical file, periodicals, and reference works should be included.	observing	A. If students are in their first year at the school, work with the school librarian to plan a library orientation. Have students participate actively in the orientation.		
		demonstrating knowledge	B. Have students make and keep a diagram of the library showing the location of reference materials.		
		applying	C. Provide students with a list of topics and have them locate a resource for each.		

ACADEMIC COMPETENCY:

-to locate and use resources external to the classroom

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 10E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 use reference materials to obtain information.	Sources of information include dictionaries, encyclopedias, almanacs, yearbooks, biographical reference works, books about authors, literary reference works, pamphlets, handbooks, catalogs, atlases and magazines. Special emphasis should be given to the vertical file - which contains pamphlets, handbooks, catalogs, etc. - and to the READER'S GUIDE TO PERIODICAL LITERATURE, the encyclopedia, and the thesaurus.	analyzing	A. Have students analyze the entire volume of a dictionary and list the kinds of information found and different uses.		
		applying	B. Have students locate, read and summarize teacher selected articles or other articles found using the READER'S GUIDE TO PERIODICAL LITERATURE.		
		applying	C. Have students locate and summarize information on a topic from three sources in preparation for a speech or composition.		
		analyzing	D. Provide students with an encyclopedia article and an outline containing blanks for main headings and sub-headings. Have students fill in the blanks.		

ACADEMIC COMPETENCIES:

-to use the features of books and other reference materials
-to gather information from primary and secondary sources
-to locate and use resources external to the classroom

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 10E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 use various study strategies.	Study strategies include outlining, summarizing, underlining, notetaking, paraphrasing, writing precis, and SQ3R (Survey, Question, Read, Recite, Review). Factors which influence studying are noise, light, atmosphere (relaxed/rigid), and whether study is individual or group.	applying	A. Have students read the same passage three times, applying a different study strategy each time.		
		applying	B. Have students get information from various sources, applying a specific study strategy.		
		applying	C. At the beginning of the school year, have students write study plans for themselves which include times, places, etc.		

ACADEMIC COMPETENCIES:

-to vary one's reading speed and method
-to quote, paraphrase, and summarize accurately
-to set study goals and priorities

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LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 10E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.03 develop test preparation skills.	Different kinds of tests require different study strategies. Organized study for an exam is much more helpful than general review. A strategy for test preparation includes the following items: 1) Survey the study problem. (Activity A) 2) Organize the information. (Activity B) 3) Work with and learn the information. (Activity C) Having students simulate test preparation is a valuable experience. The activities may also be applied in actual situations. The same activities were presented in the ninth grade; therefore, students at this level are reinforcing previously learned skills.	analyzing analyzing	A. Have students choose a particular test for which they must study and plan what to study by asking the following questions: 1) What do I need to know for this exam? 2) What do I already know ? 3) How much time do I have to study? Have students list what they need to study and then set up a study schedule. B. Have students organize the information they need to study for a test by using the following methods: 1) Write important terms on one side of a 3x5 card and the definitions on the other side. 2) Write rules and facts on one side of a 3x5 card and the topic or a related question on the other side. 3) Diagram, map, chart, or graph information to show relationships. 4) Use a question outline or question map to organize study. (continued)		

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 10E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.03 develop test preparation skills (continued).		applying, analyzing, evaluating	C. Have students use the following methods to study for a test: 1) Repeat the same information and ideas in different words. 2) Relate less important ideas to more important ideas. 3) Relate new information to what is already known. 4) Criticize, evaluate, and discuss the material. 5) Present the material as though it is being presented to a younger or less knowledgeable student. 6) Use mental images or draw pictures. 7) Use mnemonics (memory aiding devices) when possible.		

ACADEMIC COMPETENCIES:

-to prepare for various types of examinations
-to follow a schedule that accounts for both short- and long-term projects

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 10E1C2.00 To understand how to use different sources of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.04 develop test taking skills.	. Students should learn to view a test or an exam as an opportunity to communicate what they know and understand about a subject. Use the following checklist: 1) Be physically prepared. 2) Arrive on time with appropriate materials. 3) Survey the test before taking it. 4) Allow more time for questions with a high point value or for questions which are longer or less familiar. 5) Answer easy questions first. 6) Read directions carefully. 7) Be sure to answer all parts of a question. 8) Answer every question unles there is a penalty for guessing. 9) As a reminder place a star next to questions which need more thought. 10) Keep attention focused. 11) Check over answers. ACADEMIC COMPETENCY: -to prepare for various types of examinations	applying comprehending synthesizing	A. Provide students with samples of the most common types of test questions for practice. These include short answer, essay, multiple choice, true/false, and problem. B. Have students write short answer test questions based on material being studied. Have them include questions which include "define," "identify," and "list/enumerate." C. Have students answer TIMED essay questions or writing samples using the following techniques: 1) Read the question carefully. 2) Rephrase the question as a topic sentence. 3) Briefly outline an answer. 4) Write the essay. 5) Read over the essay and make any desired changes. Include essay questions which direct students to "define," compare/contrast, "analyze," "classify/categorize," trace," "predict," or "project information." Practice in all types is advisable.		

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Reference and Study

TERMINAL OBJECTIVE: 10E1C3.00 To understand adjustment of reading according to purpose

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 adjust reading rate.	Reading rate varies according to the purpose for reading and the level of difficulty.	comprehending, applying	A. Have students read an article first by scanning or skimming within a time limit. Have them write a sentence summarizing what they have read. Then provide students with questions to answer based on the same article. Lead the class in a discussion comparing reading rate and reasons for varying rate in each situation.		
		comprehending, applying	B. Have students compute their own reading rates when reading different materials by counting the number of words which were read during a timed sequence and determining, roughly, how many words per minute were read. Compare rates on different kinds of reading material and discuss.		
	ACADEMIC COMPETENCY: -to vary one's reading speed and method				

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LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 10E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 recognize a symbol in literature.	A symbol is an object (something concrete) which represents an idea, a quality, a concept, or a condition. Examples are the cross and the flag.	applying	A. Have students identify symbols in everyday life, such as brand logos or school team names.		
		applying	B. In reading a work such as JULIUS CAESAR, have students list obvious symbols and what they represent.		
		applying	C. Have students identify symbols in passages of poetry.		
		synthesizing	D. Have students write a poem which incorporates a symbol.		

ACADEMIC COMPETENCIES:

-to read a literary text analyticaly
-to respond actively and imaginatively to literature

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LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 10E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 recognize tone in a literary work.	Tone reflects the attitude or philosophy of the author. Tone may be serious, light, emotional, ironic, satirical, etc. The author's attitude may or may not be similar to the attitudes of the characters in the story. Tone may be stated or implied, and it may be revealed by the author's choice of words and arrangement of ideas, events, and descriptions.	analyzing analyzing synthesizing	A. Have students identify the tone of a literary passage and give reasons for their decisions. B. Have students determine whether the tone of the narrator matches the tone of the characters. Have them support their decisions with sentences or lines from the work. C. Have students re-write a passage using a different tone (serious to humorous, objective to involved, amused to sarcastic, etc.).		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to identify a writer's point of view and tone

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LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 10E1D1.00 To understand the elements of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 recognize elements of literature.	Elements to be included at this level are plot, setting, character, conflict, point of view, and theme. Plot is the series of events by which the internal or external conflict (the problem) of characters comes to a climax and is resolved. The point of view is the relationship between the narrator of the story and the characters and action in it. Point of view may be first person, third person limited, or third person omniscient. The theme is the underlying idea or the point being made by the story.	comprehending	A. Have students identify the elements of literature in a work they are studying. Use the first literary selection of the year and assign each element to two students. One will give the definition, the other will give an example from the story or poem.		
		comprehending	B. Have students identify the main plot of a work, and list the interruptions such as flashbacks, subplots, and prologues.		
		comprehending	C. Help students understand plot and subplot by having them discuss television soap operas.		
	ACADEMIC COMPETENCY: -to read a literary text analytically	analyzing, evaluating	D. Have students examine the resolution of a conflict in a work and decide whether it is consistent with the preceding incidents and character traits.		

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 10E1D2.00 To understand the figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 recognize sound devices in literature.	Sound devices include alliteration(repetition of initial sounds or sounds in accented syllables - "She sells sea shells..."), onomatopoeia (sound words - sputter, splash, clatter, pow), rhyme, rhyme schemes, and repetition.	comprehending	A. Have students analyze the lyrics of favorite songs for sound devices.		
		comprehending	B. Have students identify sound devices in poetry being studied.		
		synthesizing	C. Have students write poetry which uses sound devices.		
2.02 recognize imagery in literature.	Imagery is language which appeals to the senses and creates an image in the mind of the reader. By appealing to readers' senses, writers can communicate experiences.	comprehending	A. Have students list from passages of a literary selection descriptions which create a sensory response.		
		synthesizing	B. Have students create descriptions using sensory details.		
		synthesizing	C. Have students sketch pictures illustrating each verse of a song like "America, the Beautiful."		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to respond actively and imaginatively to literature

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LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 10E1D2.00 To understand the figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.03 analyze figures of speech in literature.	Figures of speech include simile, metaphor, personification, and hyperbole. Similes make comparisons using the words "like" or "as." ("My heart is like a singing bird.") Metaphors are implied comparisons which do not use "like" or "as" ("Love is a melody which comes from the heart.") Personification is a figure of speech which gives human characteristics to non-human things and events. ("The car with the flat tire limped to the nearest garage.") Hyperbole is the use of exaggeration for emphasis or to create a satiric, comic, or sentimental effect. ("I will love you until the stars fall from the sky.") ACADEMIC COMPETENCIES: -to read a literary text analytically -to respond actively and imaginatively to literature	comprehending applying analyzing, evaluating	A. Give students copies of popular song lyrics which contain basic figures of speech. Have the students identify and label the figures of speech. B. Have students write a passage using figures of speech from activity A. C. Have students identify figures of speech in literary selections and discuss or write about their impact on meaning.		

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 10E1D2.00 To understand the figures of speech and sound devices in prose and poetry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.04 identify allusions in literature.	An allusion is a reference to someone or something with commonly known attributes, such as "the patience of Job." Allusions refer to historical or literary figures, events, myths, religions, or other aspects of culture.	comprehending	A. Provide students with a list of Biblical allusions, such as "as strong as Samson," "into the lion's den," or "a real Sodom and Gomorrah." After class discussion, have volunteers research the origins of any allusions which were unknown to the class.		
		comprehending	B. Repeat activity A, using a list of classical allusions such as "as strong as Hercules," "as lovely as Venus," or "The Athens of the South."		
		comprehending	C. Have students discuss products bearing names such as "Ajax" or "Herculon" and explain the allusion.		
		applying	D. Have students identify modern allusions and create their own examples.		

ACADEMIC COMPETENCIES:

-to read a literary text analytically
-to respond actively and imaginatively to literature
-to develop and use general and specialized vocabularies

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LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 10E1D3.00 To understand the purposes of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 recognize that the author's purpose in a literary work affects the content.	The purposes of persuading, informing, and entertaining are accomplished by means of the author's use of such elements as language, reasoning, and description.	comprehending	A. Have students list the names of several popular songs and bring the lyrics if possible. Have the class debate and decide the purpose of each song.		
		comprehending	B. After activity A, provide the students with names and/or lyrics of other songs such as sacred songs, protest songs, and work songs, and have students identify and compare the purpose of each.		
		analyzing, evaluating	C. Have students read several selections, determine the purpose for each, and make a statement on how the content helped achieve the purpose. Extend to a discussion of how content might be changed to achieve another purpose.		

ACADEMIC COMPETENCIES:

-to recognize different purposes and methods of writing
-to separate one's personal opinions and assumptions from a writer's
-to read critically

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 10E1D4.00 To understand factors that influence the reader's reaction to literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 recognize factors which affect the reader's reaction to literature.	Emotional and physical state, level of understanding, level of interest, maturity, and purpose for reading are among factors which influence a reader's reaction to literature.	analyzing	A. Provide students with several selections about the same topic written in different styles or for different purposes and have them analyze their reactions to each one. Have them list and explain their reasons for each reaction.		
		analyzing	B. Have students list works they have liked, disliked, or to which they had no reaction. Have them write why next to a list of the titles. Hold a class discussion comparing results.		

ACADEMIC COMPETENCIES:

-to respond actively and imaginatively to literature
-to read with understanding a range of literature

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 10E1D5.00 To understand the literary genres

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.01 analyze literary genres.	Genres of fiction to be included are folk literature, short story, myth, drama, novel, and poetry. Nonfiction genres include essay, biography, and autobiography.	analyzing	A. Have students examine works of nonfiction found in the adopted text or taken from other sources and list the elements of each (characters, setting, plot, conflict).		
		analyzing	B. Have students compare the elements of a fictitious account of a person's life to a biography or autobiography.		
		analyzing	C. Have students compare essays to short stories.		
		analyzing	D. Give students several topics and have them decide which literary genres should be used to be most effective and why.		
	ACADEMIC COMPETENCY:				
	-to read with understanding a range of literature				

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 10E1D5.00 To understand the literary genres

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.02 compare and contrast various forms of poetry.	Various forms of lyric and narrative poetry as well as light verse should be included. The elements of shape, language, speaker, theme, and mood should be considered.	analyzing	A. Have students list similarities and differences after reading selections of narrative and lyric poetry.		
		analyzing	B. Have students compare tone and mood of selections of narrative and lyric poetry.		
		analyzing	C. Have students examine several samples of lyric poetry (sonnet, limerick, ode, etc.) and list similarities and differences.		

ACADEMIC COMPETENCY:

-to read with understanding a range of literature

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LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 10E1D6.00 To understand the audience's impact on literary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 6.01 recognize the factors which influence the growth of a particular type of literature.	Adolescent fiction, romantic fiction, Western adventure, and detective and spy thrillers are examples of literature which are popular because they serve as escape and entertainment. In general, the author's purpose is to entertain; however, some adolescent literature instructs, and some writers go beyond entertainment to give insight into contemporary life.	comprehending	A. Have students name books or types of books which they see people reading with frequency. Have them conduct a survey to determine why people like certain books and record the results.		
		comprehending	B. Lead students in a discussion of leisure time: Who has the most leisure time? Why? How do people spend leisure time? How have writers responded to the needs of the audience in this area?		

ACADEMIC COMPETENCY:

-to read with understanding a range of literature

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 10E1D6.00 To understand the audience's impact on literary development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 6.02 read for practice and pleasure.	The skill of reading should not be limited to classroom use, but should extend into the everyday life of students. Reading should become a way of expanding and clarifying ideas as well as obtaining entertainment and information.	applying	A. Have students read and report on articles or books which pertain to their hobbies.		
		applying	B. Have students read and discuss books and articles which pertain to local history.		

ACADEMIC COMPETENCY:

-to show interest in and a sense of inquiry about written works

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Reading

GOAL: 10E100 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 10E1D7.00 To understand the importance of making inferences and drawing conclusions from a literary work

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learn will 7.01 analyze information and make judgments.	Analyzing literary works requires the application of critical thinking skills. These skills include seeing relationships and patterns, recognizing the main idea as well as the implied or stated theme, making comparisons, recognizing cause and effect, and distinguishing fact from fantasy. The ultimate goal of learning to see relationships and make judgments is for the student to apply what is learned to real life.	analyzing, evaluating	A. Have students identify the actions of a character based on the beliefs of that character and state personal agreement or disagreement with the actions.		
		analyzing, evaluating	B. Use a story such as "Leiningen vs. the Ants." Have students consider these questions: Is the story fact or fiction? Do people react in the face of challenge as Leiningen did? As did his workers? Is the story believable? Why or why not? What was the intent of the author?		

ACADEMIC COMPETENCIES:

-to read critically
-to draw reasonable conclusions

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Handwriting

TERMINAL OBJECTIVE: 10E2E1.00 To understand the standards of legibility

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 demonstrate legible handwriting.	Handwriting is a learned behavior and can be improved.	demonstrating knowledge	A. Have students write freely for a few moments. Then have students critique their own problems in legibility.		
		comprehending	B. Have students rewrite what they wrote for Activity A. Guide them in a brief discussion of how legibility can be improved with conscious effort.		

ACADEMIC COMPETENCY:

-to accept constructive criticism and learn from it.

LANGUAGE ARTS - SECONDARY

COURSE: English II

GOAL: 10E200 Understanding and utilizing written expression

STRAND Grammar/Mechanics

TERMINAL OBJECTIVE: 10E2F1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 recognize the part of speech of a designated word in a sentence.	The eight parts of speech are to be included. This objective should be approached from the attitude of reinforcing and maintaining skills. A pretest to determine student readiness is recommended.	demonstrating knowledge	A. Have students find an extremely long sentence in a selection they are reading and compete in teams to label each word correctly.		
		analyzing	B. Have students diagram the sentence from A.		
		analyzing	C. Provide students with passages in which all words of one part of speech are missing (for example, all nouns would be omitted) and have them determine which part of speech is missing.		
		analyzing, synthesizing	D. Have students prepare paragraphs like those in C to exchange with each other.		
		analyzing	E. Use CLOZE exercises for additional practice.		

ACADEMIC COMPETENCY:

-to recognize that English operates according to grammatical systems and patterns of usage

COURSE: English II

GOAL: 10E200 Understanding and utilizing written expression

STRAND Grammar/Mechanics

TERMINAL OBJECTIVE: 10E2F2.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will					
2.01 identify sentence parts.	Subject/verb, subject/verb/object (action), and subject/verb/complement should be included.		A. See 10EF21.01, activity B.		
		demonstrating knowledge	B. Have students analyze samples of their own writing to identify sentence parts.		
		demonstrating knowledge	C. Have students identify sentence parts present or missing in news headlines or advertisements.		
2.02 recognize sentence boundaries.	Fragments are incomplete thoughts. Subordinate clauses used as fragments are to be avoided. The incorrect joining of clauses ("run-on-sentences") or the running together of separate sentences by using commas ("comma splices") are also to be avoided.	demonstrating knowledge	A. Provide students with practice in which they identify subordinate clauses and their uses.		
		applying	B. Have students combine short sentences into longer ones.		
		applying	C. Have students write sentences containing subordinate clauses and label the clauses.		
		applying	D. Have students write a single paragraph which must include each of the types of subordinate clauses.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to recognize that English operates according to grammatical systems and patterns of usage

LANGUAGE ARTS - SECONDARY

COURSE: English II

GOAL: 10E200 Understanding and utilizing written expression

STRAND Grammar/Mechanics

TERMINAL OBJECTIVE: 10E2F3.00 To understand the elements of style

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 use correct capitalization and punctuation.	Standard rules for capitalization and punctuation as found in the adopted text are to be used. Uses of the colon and of underlining are to be emphasized.	demonstrating knowledge	A. Dictate statements for students to write and punctuate.		
		comprehending	B. Have students keep a notebook of their own problems with style. Have them refer to the notebook before doing writing assignments, and have them record their progress.		
		applying	C. Have students proofread each other's papers before they are turned in for grading.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to recognize that English operates according to grammatical systems and patterns of usage

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 10E2F4.00 To understand standard usage

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 recognize the levels of language usage.	Levels of usage are formal/informal and standard/non-standard. Special problems are presented by slang, jargon (specialized language) and gobbledygook (overly complicated language). "Dialect" is non-standard usage with special pronunciation and vocabulary which are common to a group of people.	comprehending	A. Provide students with several examples of usage levels from texts and magazines and lead a discussion of the differences in usage. Have students bring examples of their own.		
		comprehending	B. Have students analyze the lyrics of various songs (popular, country, folk) to find examples of non-standard and/or informal usage. Have students write about the reasons for this usage and change each example to standard or formal usage.		
		comprehending	C. Have students discuss examples of jargon (such as in sports writing) and gobbledygook (such as in some educational journals) and cite other examples.		

ACADEMIC COMPETENCY:

-to recognize that English has several levels of usage
-to recognize that English has many dialects

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 10E2F4.00 To understand standard usage

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.02 demonstrate standard usage.	Problems in standard usage are found in verb form and agreement, agreement between pronoun and antecedent, and in the choice of the appropriate word (lie/lay, here/hear, etc.).	demonstrating knowledge	A. Give students exercises in which they must choose standard forms.		
		comprehending	B. Have students keep notebooks of usage errors in their own writing to consult before writing assignments.		
		comprehending	C. Have students create posters which illustrate problems in usage.		
		applying	D. Have students proofread their own and others' writing regularly to find and correct errors in usage.		
		demonstrating knowledge	E. Give students pre-tests on various points of usage to identify weaknesses for further study and testing.		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to recognize that English has several levels of usage

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Spelling

TERMINAL OBJECTIVE: 10E2G1.00 To understand the strategies that improve spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 know and apply strategies to improve spelling.	Basic spelling rules found in adopted text are to be used. Strategies for improvement include identifying words which are personal problems, looking for problems, thinking of words as made up of component parts, and using the dictionary.	demonstrating knowledge	A. Present the class a paragraph containing words most often misspelled by the class. Students are to locate the misspellings.		
		demonstrating knowledge	B. Have students keep a record of their own spelling problems and a record of improvement on self-check tests.		
		applying	C. Have students create mnemonic devices to help with problem words. (Example: Ken never is going home tonight" for "Knight".)		
		applying	D. Dictate a list of unusually difficult words and have students use dictionaries to find or check the spelling.		
1.02 spell words from selected lists.	Special attention should be given to commonly misspelled words, specialized vocabulary, and foreign words and phrases.	demonstrating knowledge	A. Give students pre-tests and have them work only on words they missed.		
		comprehending	B. Have students create a dictionary of vocabulary used in other classes or in areas of interest (sports, animals, etc.).		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to develop and use general and specialized vocabularies

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Spelling

TERMINAL OBJECTIVE: 10E2G2.00 To understand the importance of correct spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 explain the importance of correct spelling.	Correct spelling is necessary to create an impression of competence and to communicate clearly.	comprehending	A. Have a professional person speak to the class on the importance of correct spelling and usage in areas other than the academic setting. Have students summarize the presentation.		
		comprehending	B. Discuss the impact of misspellings in ads and on billboards. Have students bring examples.		
		comprehending, analyzing	C. Hold a class debate or have students write on the topic of standard vs. nonstandard spelling.		

ACADEMIC COMPETENCIES:

-to recognize that English has several levels of usage
-to recognize that English operates according to grammatical principles and levels of usage

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H1.00 To understand sentence patterns

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 write clear, concise sentences using a variety of structures.	The use of phrases and clauses adds variety to sentences. Prepositional, infinitive, gerund, and participial phrases should be used, as well as noun, adjective and adverb clauses.	synthesizing	A. Provide students with pictures that have a variety of scenes (natural and/or urban). Students will select a picture and write a descriptive paragraph for a travel brochure depicting the site. Have students in small groups identify phrases and clauses in each other's writing.		
		applying	B. Based on input from the group in Activity A, students will revise their descriptions to include one introductory phrase, one introductory clause, and one other dependent clause.		
		synthesizing	C. Have students write about their favorite places to recreate their feelings for the places. The writing should include one introductory phrase and clause and one additional dependent clause.		
		analyzing	D. Have students share the paragraphs from C and analyze the sentences. How many sentences? What kind of sentence is each? Purpose? Average length? Longest? Shortest? How does each sentence start?		

ACADEMIC COMPETENCIES:

-to use the conventions of standard written English
-to vary one's writing style for different readers and purposes

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H2.00 To understand writing paragraphs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 develop a topic.	Developing a topic involves narrowing a broad, general topic to a specific one. "Dogs" is a broad topic. "The Habits of Poodles" is a specific one.	comprehending	A. Write a key word on the board and let students suggest words related to the key word. Draw lines to show the relationships among the words, guiding students to see which are more specific.		
		comprehending	B. Have a brainstorming session on an announced topic such as "Popular Music." Have students select a more specific topic from among those suggested by the class.		

ACADEMIC COMPETENCIES:

-to conceive ideas about a topic for the purpose of writing
-to recognize that writing is a process

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H2.00 To understand writing paragraphs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 write a topic sentence.	The topic sentence states the unifying idea of the paragraph.	comprehending	A. Give students a model paragraph with the topic sentence missing. Have them provide a topic sentence.		
		comprehending	B. Give students a topic and let them brainstorm to create sentences about that topic. Have students select one sentence to use as a topic sentence for the development of a paragraph.		

ACADEMIC COMPETENCIES:

-to conceive ideas about a topic for the purpose of writing
-to recognize that writing is a process

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H2.00 To understand writing paragraphs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.03 arrange sentences to form a logical paragraph.	A logical paragraph builds in sequence and supports the topic sentence. Paragrapahs may be written in order of time (chronological), order of arrangement (spatial), order of process (steps), order of importance, or order of building suspense. Paragraphs may be developed by use of incidents, reasons, examples, comparison/contrast, definitions, or by a combination of methods.	analyzing	A. Give students scrambled sentences to put in logical order.		
		applying	B. Have students select simple "How to --" topics and compose paragraphs to be read to the class or in groups. Classmates will critique for omitted steps or parts.		
		analyzing	C. Students will select items to be "willed" to younger brothers or sisters when the students leave home. Have them explain in paragraphs why they would leave these particular objects. Discuss in small groups, emphasizing logical development of a paragraph.		
		analyzing	D. Provide students with copies of a paragraph containing an extraneous sentence, a vague topic sentence, and a misplaced sentence. Have the students revise the paragraph.		

ACADEMIC COMPETENCIES:

-to organize, select, and relate ideas and to develop them in coherent paragraphs
-to recognize that writing is a process

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COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H2.00 To understand writing paragraphs

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.04 write an effective conclusion.	An effective conclusion brings closure to the thoughts of a paragraph. The conclusion should re-state the idea of the topic sentence while tying it to the content of the paragraph.	comprehending	A. Have students in groups read paragraphs which do not have conclusions. Have each person in the group compose a conclusion for each paragraph.		
		comprehending	B. Provide students with paragraphs lacking conclusions. Have them provide concluding sentences.		
		comprehending	C. See 10E2H1.01, Activity D. Have students identify the concluding sentences.		

ACADEMIC COMPETENCIES:

-to organize, select, and relate ideas and to develop them in coherent paragraphs
-to recognize that writing is a process

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H3.00 To understand the elements of form and style

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 write paragraphs using various forms of discourse.	Forms of discourse to be studied include narrative, descriptive, expository and persuasive. Narrative writing tells a story. Descriptive writing creates images. Expository writing uses facts to present ideas, opinions, or events. Persuasive writing may be narrative, descriptive, or expository, but its purpose is to persuade the reader by use of logical argument. See Terminal Objective 10E3I1 for types of emotional appeal which are often used in persuasive writing and speaking.	comprehending	A. Provide students with models of various forms of discourse for comparison and discussion.		
		synthesizing	B. Give each student the picture of a face cut from the cover of a magazine. Have each student write a paragraph about the face in his/her picture. Display the pictures and have the students take turns reading their paragraphs while the rest of the class tries to guess which picture is being described.		
		analyzing	C. Replicate the more successful paragraphs from activity B. In small groups have students analyze why those paragraphs were effective.		
		synthesizing	D. Have students describe the classroom from a certain point of view, using appropriate detail and spatial arrangement. Compare paragraphs written from different points of view.		
		synthesizing	E. Have students describe the homes or bedrooms they had as children, including the emotions attached to the memories.		

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H3.00 To understand the elements of form and style

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 write paragraphs using various forms of discourse. (continued)		synthesizing	F. Have students describe their neighborhoods as though taking someone on a tour. Have them point out favorite places and why they are important.		
		synthesizing	G. Have students write persuasive paragraphs to convince the reader of a certain opinion on a topic of current national interest.		
		synthesizing	H. Have students write news reports, feature stories, and/or editorials based on topics of local interest.		

ACADEMIC COMPETENCY

-to write appropriately for different occasions, audiences, and purposes

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H4.00 To understand creative expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 write to develop fluency.	Fluency is the ease with which writers use appropriate language and put their thoughts on paper. Students become fluent by writing often without the fear of correction. Fluency is increased as students become used to the physical sensation of using pen or pencil to write thoughts and ideas.	applying	A. Have students write freely several times per week in a variety of settings (i.e. with music in the background, in response to a picture, on a given topic, etc.). Collect occasionally and read for ideas rather than mechanics.		
		applying	B. Have students keep non-graded journals or learning logs that include freewriting, reflective comments, and teacher-directed activities.		
4.02 write for varying audiences.	The diction (word choice) and rhetoric (arrangement and expression of ideas) of writing are affected by the intended audience.	synthesizing	A. Have students write about something they have learned in another class. They should write for an audience of younger students.		
		synthesizing	B. Have students interview various community members and write about the interview for a general audience.		
		applying	C. Have students write radio spot announcements in several different forms for several different audiences.		

ACADEMIC COMPETENCIES:

-to write as a way of discovering and clarifying ideas
-to write appropriately for different occasions, audiences, and purposes

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H4.00 To understand creative expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.03 write for varying purposes.	Purpose is the underlying guide to the language and style of writing and should be determined early in the writing process. Writing may be done to inform, explain, comfort, record, persuade, complain, entertain, etc.	applying	A. Have students write " Letters to the Editor" responding to actual articles for various purposes. Send the best ones to local newspapers.		
		applying	B. Have students identify the writers' purposes in selections being read. Have them re-write one selection with a different purpose in mind.		

ACADEMIC COMPETENCIES:

-to write as a way of discovering and clarifying ideas
-to write appropriately for different occasions, audiences, and purposes

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H4.00 To understand creative expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.04 develop personal style through creative writing.	Personal style involves word choice, tone, and other factors which reflect the personality of the author. At this level, students' writing may include drama, autobiography, poetry (ballad, song lyrics, limerick, free verse), short story, and television scripts.	synthesizing	A. After the class reads a play or novel, have the students select a scene and record their observations of this scene in their journals. From these written observations, have students write a scene for acting, including stage directions and dialog.		
		synthesizing	B. Provide the class with songs, poems, and stories which have emerged from a disaster ("The Titanic," for example) as models. Have students choose a recent major disaster (earthquake, plane crash, hurricane, etc.) and write a song, poem, or story based on the event.		
		synthesizing	C. Have students write their own versions of local folk tales or legends. Have students read each other's papers to compare the different versions of the same story.		
		synthesizing	D. Have students choose historic events or persons and write autobiographical narratives, placing themselves at the scene or as the historic person.		

ACADEMIC COMPETENCY:

-to write as a way of discovering and clarifying ideas

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H4.00 To understand creative expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.05 write a multi-paragraph composition.	Various types of essays including narrative, descriptive, and expository/explanatory, are to be written. Writing from an outline is to be emphasized. An informal essay is written in a warm, relaxed tone. A persuasive essay uses appeals to emotion and logical arguments to persuade the reader to a particular point of view.	applying	A. Use activities for paragraphs, but expand to longer papers.		
		applying	B. From a teacher-produced outline, have each student write an introductory paragraph, at least one supporting paragraph, and a concluding paragraph.		
		synthesizing	C. Have each student prepare a three stage outline from a topic supplied by the teacher and compose a paper based on it.		
		synthesizing	D. Have each student choose a topic and develop a three to five paragraph paper.		

ACADEMIC COMPETENCY:

-to recognize that writing is a process

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H5.00 To understand functional writing for personal purposes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.01 demonstrate the ability to write social and business letters.	The correct forms for social and business letters found in the adopted text are to be used. Publications such as ALL ABOUT LETTERS (from the National Council of Teachers of English) provide models and addresses for realistic practice.	applying	A. Have students write letters to the mayors of towns with unusual names requesting information about the town.		
		applying	B. Have students write thank you letters for responses to A.		
		applying	C. Have students write friendly letters to older brothers, sisters, friends or relatives - real or imaginary - who are away from home. Discuss the difference in usage between friendly and formal letters.		
		applying	D. Have students write invitations to an imaginary function or one mentioned in a literary work. Students may write invitations to a feast, wedding, or coronation mentioned in a work.		
		applying	E. Have students write to actual companies asking for products or product information.		

ACADEMIC COMPETENCY:

-to write appropriately for different occasions, audiences, and purposes

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H5.00 To understand functional writing for personal purposes

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.02 demonstrate the ability to complete forms and applications.	Practical writing skills are needed to complete forms, applications, and agreements for such things as discount coupons, credit cards, banking procedures, payment on loans, changes of address, and social security.	demonstrating knowledge	A. Have students complete drivers license applications.		
		demonstrating knowledge	B. Have students complete job application forms.		
		demonstrating knowledge	C. Have students complete checks and ledgers.		

ACADEMIC COMPETENCY:

-to write appropriately for different occasions, audiences, and purposes

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Writing

GOAL: 10E200 Understanding and utilizing written expression

STRAND: Composition

TERMINAL OBJECTIVE: 10E2H6.00 To understand revision and proofreading

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 6.01 proofread to avoid errors in mechanics, usage and spelling.	A check of written work is important to good writing. A checklist would include capitalization, punctuation, and spelling items.	comprehending	A. Provide students with checklists to use when proofreading their own papers. Have the students proofread for errors.		
		demonstrating knowledge	B. Have the class brainstorm its own checklist for editing purposes.		
		applying	C. Divide students into small groups to respond to each other's work during the writing process.		
		demonstrating knowledge	D. Have students keep notebooks of their own errors for use before writing.		
6.02 revise for improvement in written expression.	The revision process involves rereading and rethinking for clarity and fluency and occurs several times during the writing process.	demonstrating knowledge	A. Have students read papers aloud to themselves or to small groups to detect errors in fluency and make indicated revisions.		
		comprehending	B. Have students use checklists of such items as "unity" and "clarity" when reading each other's papers during the writing process. Have students make indicated revisions.		

ACADEMIC COMPETENCY:

-to improve one's own writing by restructuring, correcting errors, and rewriting

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 10E3I1.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 recognize relationships.	Skill in recognizing relationships of parts to the whole and to each other can be applied in composition and in analysis of literature. The recognition of analogous relationships, both visual and verbal, is integral to this process.	analyzing	A. Have students solve various line and color puzzles to recognize visual relationships.		
		comprehending	B. Provide students with examples of verbal analogies, then have them create their own. Example: big is to huge as small is to tiny.		
		analyzing	C. Have students choose from groups of words those words which do not fit.		
		analyzing	D. Have students complete a variety of word puzzles which require analysis of the words. For example, some puzzles require changing one letter of the word at a time to form new words ("find - kind - kine - kite").		

ACADEMIC COMPETENCY:

-to recognize and use inductive and deductive reasoning

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LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 10E3I1.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 recognize denotations and connotations of words.	The denotation of a word is its precise meaning. The connotation is the overtone -- positive, negative, or neutral -- which the word carries.	analyzing	A. Provide students with groups of words with similar denotations and have them arranged in order of progression of connotation. One example would be "thin/skinny/emaciated."		
		comprehending	B. Have students label words as having positive, negative, or neutral connotations. One example would be "thrifty" (positive) and "stingy" (negative).		

ACADEMIC COMPETENCY:

-to recognize that English words gather meaning from their context and carry connotation

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 10E3I1.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 identify fallacies in reasoning.	Fallacies in reasoning include single cause (when there are several causes); cause/effect (assuming one event caused by another because it follows the other); either/or (giving only two aternatives when there are others); circular reasoning (trying to prove something by stating it in other words); overgeneralization (based on insufficient facts); equivocation (taking unfair advantage of multiple meanings of words); and improper appeals to emotion (bandwagon, snob appeal, unreliable testimonial, transfer, and irrelevant personal attacks). ACADEMIC COMPETENCY: -to recognize fallacies in reasoning	analyzing comprehending analyzing analyzing	A. Have students cite examples of improper appeals to emotion in political campaigns or other persuasive speaking. B. Provide students with statements containing fallacies and have them label the types. C. Discuss an issue such as the Civil War or the Great Depression in light of the single cause fallacy. D. Have students role-play a typical teenager trying to get permission to do something and have listeners listen for fallacies in reasoning.		

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 10E3I2.00 To understand synthesis of information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 assess facts and details.	Determining relevant data, evaluating its worth, and organizing the information in original ways constitutes synthesis of information.	analyzing, evaluating	A. Provide each student with a list of facts pertaining to an event such as a rock concert. The student must consider each fact, decide which facts are relevant to his/her situation, decide whether or not to attend, and be prepared to explain the decision.		
		evaluating	B. Based on a literary selection which lends itself to the exercise, have students put themselves in the place of a character and decide what they would have done in the circumstances. They must explain why they made the decision based on personal criteria and relevant facts given in the selection.		

ACADEMIC COMPETENCY:

-to draw reasonable conclusions

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization

TERMINAL OBJECTIVE: 10E313.00 To understand methods of inquiry

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 formulate questions at different levels of thinking.	Methods of inquiry include the "who? what? when? where? why? and how?" process or the "action/actors/scene/ method/reason" process. Questions should be developed which not only elicit explicit information, but also require the student to put information together in new ways and to evaluate the validity and worth of the information. Interpretive questioning which helps students analyze and evaluate written or oral material is the basis of critical thinking.	analyzing	A. Have students formulate and answer a list of questions about an event they have attended.		
		analyzing	B. Have students formulate questions about a literary selection.		
		analyzing	C. Have students formulate questions based on an oral presentation.		
		comprehending, evaluating	D. Have students exchange and answer each other's questions.		

ACADEMIC COMPETENCIES:

-to answer and ask questions coherently and concisely
-to read critically

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utlizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 10E3J1.00 To understand the characteristics of effective listening/viewing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 develop characteristics of effective listening/ viewing.	Listening is a skill to be acquired and practiced. One must have a reason to listen, be receptive and alert, follow the speaker's line of thought, mentally ask questions, and follow up with oral questions when possible.	demonstrating knowledge	A. Have students list reasons they may not listen effectively to teachers, parents, friends, a lecturer, commercials, etc. Compile characteristics of a poor listener.		
		comprehending	B. Have students write on the topic "If Only I Had Listened."		
		applying	C. Have students meet in small groups or with partners to analyze individual listening problems, and have each student make a chart of his own weaknesses. Have students keep a personal record of improvements.		

ACADEMIC COMPETENCIES:

-to identify and comprehend the main and subordinate ideas in lectures and discussions
-to recognize and take notes on important points

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 10E3J2.00 To understand the role of listening/viewing in deriving information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 follow spoken directions.	Remembering explicit information involves concentrating on each detail, visualizing each step, repeating instructions to clarify, asking questions about doubtful points, and taking notes when appropriate.	comprehending	A. Give students instructions to follow in the classroom as a practice exercise.		
		comprehending	B. Have each student orally explain how to do something, and have other students repeat the instructions or have the class write the steps presented.		
		comprehending	C. Give the class oral instructions, with no visual aids, on how to do something (such as constructing a paper airplane or fan). Have students compare results with each other.		
		comprehending	D. Provide students with a city map or project a transparency and have them follow directions such as "Go north two blocks." Have all students begin at the same place. At the end have them note where they are on the map. Compare results.		
	ACADEMIC COMPETENCY: -to follow spoken directions				

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 10E3J2.00 To understand the role of listening/viewing in deriving information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 listen for the main idea.	Keys to identifying the main idea of an oral presentation are the speaker's statement of topic and introductory remarks, the arrangement of details, and the concluding remarks.	comprehending	A. Have students listen to a political speech and identify the main idea.		
		comprehending	B. Show a videotape or play a cassette tape of a broadcast interview and have students identify the main idea.		
		comprehending	C. Have students identify the main idea from a news broadcast.		

ACADEMIC COMPETENCIES:

-to identify and comprehend the main and subordinate ideas in lectures and discussions
-to recognize and take notes on important points

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 10E3J3.00 To understand the role of listening/viewing in processing information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 recognize the effect of the speaker's attitude and visual clues on meaning.	Attitudes, tone of voice, appearance, and nonverbal clues such as gestures and eye contact affect meaning. The phrase "I really like this," for example, can have varied meanings according to how the words are spoken.	comprehending	A. Recite the same word or sentence in a variety of ways. Have students explain how the way something is said affects its meaning. Have students provide their own examples.		
		comprehending	B. Have one student describe a favorite thing or best experience and then a least favorite thing or a bad experience. Discuss with the class how the speaker revealed his/her attitudes in the description.		
		applying	C. Have students collect ads from magazines and billboards and tape ads from radio and television. Have them identify the nonverbal techniques and the subliminal messages.		

ACADEMIC COMPETENCIES:

-to recognize the intention of a speaker
-to be aware of the techniques a speaker is using

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 10E3J3.00 To understand the role of listening/viewing in processing information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.02 distinguish between informative and persuasive messages.	Informative messages are based primarily on facts and are not usually designed to appeal to the emotions. Persuasive messages employ techniques of reasoning and often appeal to the emotions. See Terminal Objective 10E3I1 for explanation of several of these techniques.	analyzing	A. Have students listen to a political speech and decide (based on a checklist) whether it is informative or persuasive.		
		analyzing	B. Have students evaluate messages from television on such topics as smoking and drunk driving according to the checklist.		
		analyzing	C. Have students present messages about nonprescription drugs. Have the listeners decide whether the presentations were informative or persuasive.		

ACADEMIC COMPETENCIES:

-to recognize the intention of a speaker
-to be aware of the techniques a speaker is using
-to recognize fallacies in reasoning
-to draw reasonable conclusions
-to distinguish between fact and opinion

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 10E3J4.00 To understand the role of listening/viewing in expanding vocabulary and appreciating literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 recognize the effect of rhythmic patterns.	Rhythm, rhyme, refrain, and repetition affect meaning and help in interpreting prose and poetry.	comprehending	A. Read aloud or play readings of a variety of poetry. Help students distinguish the different rhyme and metrical patterns. Show how they can be set to music but the music can change the intent of the poem. For example, almost all of Emily Dickinson's poetry fits "The Yellow Rose of Texas," yet the music rarely reflects the meaning of the words.		
		synthesizing	B. Have students select a ballad or poem and set it to music.		
		analyzing	C. Have students bring records of the same songs sung by different singers and analyze the effect of the different rhythms, arrangements, and poetic devices.		

ACADEMIC COMPETENCIES:

-to be aware of the techniques a speaker is using
-to interpret a writer's meaning

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Listening and Viewing

TERMINAL OBJECTIVE: 10E3J4.00 To understand the role of listening/viewing in expanding vocabulary and appreciating literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.02 derive word meaning from oral and visual context.	The context of new words and the oral and visual clues such as tone and gesture provide help in understanding the words.	comprehending	A. Have students create nonsense sentences such as "Give me the mixolator, my feet are hurting." The other students must decide the meaning of the new word based on the delivery of the sentence.		
		comprehending	B. Present students with a list of words. As the students hear an oral selection that includes the words, they are to define the words based on oral and visual clues.		

ACADEMIC COMPENTENCIES:

-to be aware of the techniques a speaker is using
-to recognize that English words gather meaning from their context and carry connotation

LANGUAGE ARTS -SECONDARY

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication

TERMINAL OBJECTIVE: 10E3K1.00 To understand the elements of effective oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 demonstrate effective oral communication.	Effective speaking involves nonverbal communication (dress and grooming, eye contact, poise and posture, and gestures and facial expressions) and verbal communication (volume, articulation, pace, pitch, and pauses). Volume is the loudness of the voice; articulation is the clarity of each spoken word; pace is the number of syllables spoken per second; pitch is the high or low quality of the voice; and pauses are slight periods of silence used for emphasis or transition.	applying	A. Have students dramatize a short selection from a literary selection they have recently studied. Emphasize the use of body movement to convey characteristics of the characters.		
		comprehending	B. Discuss the significance of gestures in everyday life and the emotional connotations they carry. Some examples are hug, kiss, and frown.		
		demonstrating knowledge	C. Have students arrange their seats in a U-shape or semi-circle for class discussion. Point out the value of eye contact in bringing out responses and ideas.		
		synthesizing	D. Have students give oral presentations in which they explain an unfamiliar task to a child or give directions for finding a place or completing a simple task such as scrambling eggs.		

ACADEMIC COMPETENCIES:

-to engage in discussion as both speaker and listener
-to present ideas clearly in Standard English

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication

TERMINAL OBJECTIVE: 10E3K1.00 To understand the elements of effective oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 use visual aids during oral presentations.	Visual aids clarify explanations and directions, emphasize points and enhance communication. Visual aids include objects, charts, diagrams, pictures, slides, etc.	synthesizing	A. After activity 10E3J2.01,C, repeat the activity using visual demonstrations along with oral directions. Compare results.		
		applying, synthesizing	B. Have students use an item or object about which they have written for an impromptu oral story, report or analysis.		
		synthesizing	C. Divide the class into groups and have students use puppets in presenting book or movie reviews to other members of the group. Have the groups choose the best from each group and have a volunteer present to the class. Have the class evaluate how the puppets helped in the presentation.		

ACADEMIC COMPETENCY:

-to present ideas clearly in Standard English

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication

TERMINAL OBJECTIVE: 10E3K1.00 To understand the elements of effective oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 use a main idea in oral presentations.	The use of a central theme unifies a speech. In order to speak persuasively the speaker must clearly state the position (main idea), the arguments, and evidence to support the arguments.	demonstrating knowledge	A. Discuss with students the necessity of main points and how they should be presented. Have the students list some main ideas on a given topic.		
		synthesizing	B. Have students prepare speeches based on compositions written in class.		
		comprehending	C. Have each student put a scrambled outline in order and compose a title which expresses the main idea of the outline.		

ACADEMIC COMPETENCIES:

-to conceive and develop ideas about a topic for the purpose of speaking to a group
-to present ideas clearly in Standard English
-to present an opinion persuasively

LANGUAGE ARTS - SECONDARY

COURSE: English II

SUBJECT AREA: Thinking and Expression

GOAL: 10E300 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication

TERMINAL OBJECTIVE: 10E3K2.00 To understand the dynamics of personal interaction

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 experience various forms of interaction.	Forms of interaction include, but are not limited to, storytelling, discussion, and interview. The practice of skilled listening, questioning, and responding is necessary in discussion and interview. Storytelling requires knowing the audience, giving background information, building the story for maximum effect, and avoiding details which are not part of the story.	synthesizing	A. Have students tell local ghost stories or folktales.		
		applying	B. Have students collect and share examples of various types of oral folklore such as jump-rope rhymes, songs, jokes, riddles, proverbs, etc.		
		applying	C. Provide students opportunities to serve as discussion leaders in group evaluations of student writing or in analyses of literary works being studied.		

ACADEMIC COMPETENCIES:

-to exchange critically and constructively in the exchange of ideas
-to accept constructive criticism and learn from it
-to engage in discussion as both speaker and listener
-to present ideas clearly in Standard English

Suggestions for Additions to or Revisions of the
Tennessee Language Arts Curriculum

1. Suggestion for: A. addition / / B. revision / / (please check one)

2. Skills/Subject Area: _____

3. Page Number: _____

4. Addition/Revision to: (please check & give number)

Introduction	/ /	
Terminal Objective	/ /	Number: _____
Instructional Objective	/ /	Number: _____
Activity	/ /	Number: _____

5. SUGGESTION: _____

_____

_____

_____

_____

_____

6. Name of person submitting suggestion: _____

Place of employment: _____

Employed as: _____

Address: _____

_____

Please return this form to: LANGUAGE ARTS CONSULTANT
214 Cordell Hull Building
Nashville, TN 37219